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ABSTRACT

This unit planning grid outlines nine standards for music education in Delaware schools in the first grade. The unit lists the following standards: (1) students will sing, independently and with others, a varied repertoire of music; (2) students will perform on instruments, independently and with others, a varied repertoire of music; (3) student will improvise melodies, variations, and accompaniments; (4) students will compose and arrange music within specific guidelines; (5) students will read and notate music; (6) students will listen to, describe, and analyze music and music performances; (7) students will evaluate music and music performances; (8) students make connections between music, the other arts, and other curricular areas; and (9) students will understand music in relation to diverse cultures, times, and places. Each standard lists performance indicators. (BT)

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Delaware Department of Education

Unit Planning Grids for Music - Grade 1

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SO 033 701

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MUSIC UNIT PLANNING - GRADE 1

Standard 1: **Students will sing, independently and with others, a varied repertoire of music.**

A. Students will sing on pitch and in rhythm with good vocal tone, technique, diction, and posture while maintaining a steady tempo.

B. Students will sing expressively, using given dynamics, phrasing, and interpretation.

C. Students will sing a varied repertoire of songs representing genres and styles from diverse cultures.

D. Students will sing partner songs, rounds, and songs with ostinati.

E. Students will sing in groups, blending vocal timbres, matching dynamic levels, and responding to the gestures of a conductor.

For choral ensemble or class, add:

F. [Begins in grade level 5]

PERFORMANCE INDICATORS		UNIT NUMBERS																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1.701	sing on pitch while maintaining a steady beat.																		
1.702	sing expressively using given dynamics.																		
1.703	sing a varied repertoire of songs representing genres and styles from diverse cultures.																		
1.704	sing songs with ostinatos and in unison.																		
1.705	sing in groups matching dynamic levels while responding to the gestures of the conductor.																		

MUSIC UNIT PLANNING - GRADE 1

Standard 2: Students will perform on instruments, independently and with others, a varied repertoire of music.

A. Students will perform on pitched and unpitched instruments, in rhythm, with appropriate dynamics while maintaining a steady tempo.

B. Students will perform expressively, using given dynamics, phrasing, and interpretation.

C. Students will perform a varied repertoire of music representing diverse genres and styles.

D. Students will echo short rhythms and melodic patterns.

E. Students will perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the gestures of a conductor.

F. Students will perform independent instrumental parts while other students sing or play contrasting parts.

For instrumental ensemble or class, add:

G. [Begins in grade level 6-8]

PERFORMANCE INDICATORS		UNIT NUMBERS																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1.706	perform on pitched and unpitched instruments while maintaining a steady beat.																		
1.707	perform expressively using given dynamics.																		
1.708	perform a varied repertoire of songs representing diverse genres and styles.																		
1.709	echo short rhythmic patterns.																		
1.710	echo simple melodic patterns.																		
1.711	perform in groups while responding to the gestures of the conductor.																		
1.712	perform independent parts while other students sing.																		

MUSIC UNIT PLANNING - GRADE 1

Standard 3: Students will improvise melodies, variations, and accompaniments.

A. Students will improvise melodies using a variety of traditional, nontraditional, and electronically produced sounds.

B. Students will improvise short melodies that are unaccompanied, performed over given rhythmic accompaniments, or performed over simple chord progressions, meter, and tonality.

C. Students will improvise simple ostinato (repeated patterns) accompaniments.

		UNIT NUMBERS																	
PERFORMANCE INDICATORS		**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**
1.713	improvise melodies using a variety of traditional, nontraditional, and electronically produced sounds.																		
1.714	improvise melodies using computers.																		
1.715	improvise short, unaccompanied melodies.																		
1.716	improvise short melodies performed over given rhythmic accompaniment.																		
1.717	improvise simple ostinato accompaniments.																		

MUSIC UNIT PLANNING - GRADE 1

Standard 4: **Students will compose and arrange music within specific guidelines.**

A. Students will create short songs and instrumental pieces.

B. Students will arrange short songs and instrumental pieces.

C. Students will use a variety of traditional, nontraditional, and electronically produced sound sources when composing.

PERFORMANCE INDICATORS		UNIT NUMBERS																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1.718	create short songs and instrumental pieces.																		
1.719	arrange short songs and instrumental pieces.																		
1.720	use a variety of traditional, nontraditional, and electronically produced sound sources when composing.																		

MUSIC UNIT PLANNING - GRADE 1

Standard 5: **Students will read and notate music.**

A. Students will read and perform whole, half, dotted half, quarter, and eighth notes and rests in simple meter.

B. Students will read and perform pitch notation using a system of musical syllables, numbers, or letters.

C. Students will identify symbols and terms referring to dynamics, tempo, and articulation and interpret them correctly when performing.

D. Students will use symbols to notate meter, rhythm, pitch, and dynamics in simple patterns with the aid of manipulatives and computer programs.

For choral or instrumental ensemble or class, add:

E. [Begins in grade level 6-8]

PERFORMANCE INDICATORS		UNIT NUMBERS																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1.721	read and perform rhythms containing quarter notes, paired eighth notes, and quarter rests in simple meter.																		
1.722	read and perform pitch notation using a system of musical syllables, numbers, or letters.																		
1.723	identify symbols and terms: loud, soft; fast, slow; short, long; and separated, connected.																		
1.724	apply the knowledge of symbols and terms: loud, soft; fast, slow; short, long; and separated, connected when performing.																		
1.725	use symbols to notate meter, rhythm, pitch, and dynamics with the aid of manipulatives and computer programs.																		

MUSIC UNIT PLANNING - GRADE 1

Standard 6: **Students will listen to, describe, and analyze music and music performances.**

A. Students will listen and move to music that contains changes and contrasts of musical elements.

B. Students will listen to and identify the sounds of a variety of instruments and voices.

C. Students will use movement and dialogue to describe various styles of music.

D. Students will identify the elements of music by listening.

E. Students will identify simple music forms by listening.

F. [Begins in grade level 4-5]

G. [Begins in grade level 9-12]

H. [Begins in grade level 9-12)

	UNIT NUMBERS																	
PERFORMANCE INDICATORS	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**
1.726 listen and move to music that contains changes.																		
1.727 listen to and identify a variety of voices and classroom instruments.																	0	
1.728 demonstrate mood, rhythm, melody, and tempo through movement and dialogue.																		
1.729 recognize the elements of pitch, rhythm, and dynamics.																		
1.730 recognize the elements of timbre, melody, and form.																		
1.731 recognize the musical forms of AB, ABA, ABC, ABACA, repeated patterns, and call and response.																		

MUSIC UNIT PLANNING - GRADE 1

Standard 7: Students will evaluate music and music performances.

A. Students will identify ways for evaluating compositions and performances.

B Students will explain personal preferences for specific musical works and styles using appropriate music terminology.

C. [Begins in grade level 4-5]

D. Students will evaluate a given musical work and determine what musical qualities or elements were used to evoke feelings and emotions.

		UNIT NUMBERS																	
PERFORMANCE INDICATORS		**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**13**	**14**	**15**	**16**	**17**	**18**
1.732	discuss ways to evaluate compositions and performances.																		
1.733	discuss personal preferences for specific musical works and styles.																		
1.734	evaluate a given musical work and determine what musical qualities were used to evoke feelings and emotions.																		

MUSIC UNIT PLANNING - GRADE 1

Standard 8: Students make connections between music, the other arts, and other curricular areas.

A. Students will cite similarities and differences in the meanings of common terms used in the various art forms.

B. [Begins in grade level 6-8]

C. [Begins in grade level 2-3]

D. [Begins in grade level 4-5]

PERFORMANCE INDICATORS	UNIT NUMBERS																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1.735 cite diverse uses of music in their daily experiences.																		

MUSIC UNIT PLANNING - GRADE 1

Standard 9: **Students will understand music in relation to diverse cultures, times, and places.**

A. Students will listen to examples of music from various historical periods and diverse cultures by genre or style.

B. Students will describe how elements of music are used in music of various cultures.

C. Students will describe the roles of musicians in various cultures.

D. [Begins in grade level 6-8]

E. [Begins in grade level 6-8]

PERFORMANCE INDICATORS		UNIT NUMBERS																	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
1.736	listen and respond to examples of music from various periods.																		
1.737	listen and respond to examples of music from diverse cultures by genre or style.																		
1.738	describe how elements of music are used in music of various cultures.																		
1.739	describe the roles of musicians in various cultures.																		

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